

Ten Years Later

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This year is the 10th anniversary of *Transformative Dialogues: Teaching and Learning Journal* (TD). This journal was started as part of the Carnegie Foundation's Leadership Cluster Creating Communities. Our goal 10 years ago was to provide a forum where our colleagues could share their scholarly activities in order to have a conversation and transform our ideas regarding teaching and learning and encourage interrogation of our own teaching practices. We wanted to reflect on how we teach and how we learn. We hoped that through the journal we could provide opportunities, not only for Kwantlen Polytechnic University (KPU) faculty, but also our international colleagues, to engage with each other in order to create a teaching and learning global community. The first issue was about KPU colleagues sharing their understanding of Boyer's Model of scholarship. The second issue focused on KPU's First Teaching and Learning Symposium. The contributors to this issue were KPU faculty and our two invited panelists Heather Smith from the University of Northern British Columbia and Lynn Taylor from Dalhousie University. Following the symposium, Dr. Taylor joined our reviewer board. She has continued on this journey with us, although she is very busy in her role of Vice-Provost (teaching and learning) at the University of Calgary. Our third issue 'went international'. TD has helped transform global ideas about the scholarship of teaching and learning, and enjoyed a readership from a few hundred to several thousand per issue and for this we are grateful.

We want to thank our local and international colleagues, some who have been with us since the beginning, who volunteer their time and provide very detailed reviews so that authors have the ability to hone their submissions, get published and use the publication to obtain rank and tenure as well as contribute to the dialogue. Also, we want to thank our local and international colleagues who take the time to write about their scholarly activities so that we, educators, can learn from one another and transform our ideas about teaching and learning, ultimately improving our experiences and learning for and with students.

This issue continues to add to our collective ideas and dialogues. The first article *The Trouble with Transformation: Reflective Curricular Designs for Adult Learners* by Kersha Smith investigates whether Living Research Projects can transform students (our ultimate goal of education). In *But Did It Really Matter? Wakonse Lessons on Faculty Reflection in Community*, Michelle L. Boettcher explores the ways, one conference focused on teaching and learning, helped transform faculty. Renee Michaels analyzes whether service learning can help students integrate their learning in *Looking for Integrative Learning in a Community-based Research Methods Course*.

In the next article, *Conceptualizing an Adaptive and Data-Driven Equity-Oriented Pedagogy*, graduate student researchers Andrew Estrada Phuong, Judy Nguyen and Dena Marie show how educators can make their classes more equitable, accessible, and inclusive. Colleagues Karen A. Mason and Lisa T. Briggs provide insights into the

psyche of learners with their article, *Conversations on Choice: Advising Undergraduate Majors Who May Demonstrate Identity Foreclosure*, that examines how students select their majors and the identity crisis of foreclosure.

In the next article, *On Engaging Students: What I Learned From One of my Biggest Teaching Mistakes*, author Michelle Jackson reminds us that not only can we learn from sharing our successes but we can also learn from our mistakes. Kristina Scott, in *Anxiety-Filled Reflections from a Professor on the Emotional Spectrum*, discusses her own diverse ability and how she has learned to thrive. In the last article, *Stress in the College Classroom: Not Just a Student Problem Anymore*, Mary Ellen McNaughton-Cassill describes the stressors that many educators can identify with and offers ways to cope.

These diverse submissions contribute to how we think about teaching and learning and our roles in the practice. With all your engagement, we are becoming a global teaching and learning community.